

## The Charity Challenge

Topic: Donating to a charity of your choice  
Audience: Your classmates  
Change in thinking: Persuade your classmates to believe that your charity is the most worthy cause to donate to.  
Action To Be Taken: To get your classmates to donate their dollar to your charity.

Purpose: Use persuasive skills to convince your classmates to donate their dollars to your charity. **Selected charities must involve medical issues/diseases, service projects, or animals.** Examples for each category will be brainstormed in class.

How: Groups of 2 - 4 students will work together to research a charity and create a presentation to their peers in an attempt to win their votes. Top three vote getters from each homeroom will present again to all students in Team Silver they will revote for their top choice using their dollar bills. All money used in the voting process will be donated to the top three charities.

Each group must prepare an oral presentation to be given to their class. The following criteria must be met:

- ☐ All group members must have some type of speaking role in the presentation
- ☐ All presentations must have some form of visual component: poster, SMART board presentation, Power Point, video, skit, etc.
- ☐ All groups must turn in a Work Cited page listing all sources used in their research – including sources for pictures.
- ☐ All groups must include 3-4 statistics or facts related to their charity within their presentation
- ☐ Each presentation will be limited to 5 minutes or less

This project was designed to encourage group work and organization of ideas into a persuasive presentation. Students will be graded individually based on their oral communication skills. The group will be graded on their overall presentation.

*\*\*\*All charity selections must be approved by homeroom teachers to avoid repeats and guarantee ample information is available.*

Name \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Individual</b>  <b>Oral Presentation</b>	Speaker was confident in material, was expressive, and commanding of attention	Speaker was confident in material and used some expression	Speaker did not appear confident in material and was not able to engage the audience	Speaker was not effective and was unable to communicate clearly with the audience
<b>Group Grade</b>  <b>Demonstrates organizational structure</b>	Presentation was organized and information was clearly planned to make the best argument last. Counter points were included	Presentation was organized and effective. A strategy behind order of arguments was demonstrated	Presentation did not appear organized or could have been more effective if organized differently	Presentation was confusing and difficult to follow.
<b>Group Grade</b>  <b>Demonstrates elaboration</b>	Statistics and information included were carefully selected and very powerful. A variety of information was included. WOW factor!  Work Cited information for all sources was provided and formatted correctly	A variety of information was included and selected for a purpose. Information included gave the audience information beyond common knowledge.  Work cited information was given in a correct format.	Very little variety of information was given. Information was very basic and didn't give information beyond basic knowledge of the topic.  Work cited information was attempted but not in a correct format	Facts and statistics were not effectively used in the presentation to give new information or persuade.  No work cited information was provided.
<b>Group Grade</b>  <b>Demonstrates meaning and significance</b>	Your presentation was so meaningful that your group was selected to move on to the final challenge.	Your presentation was meaningful and resulted in several votes.	Your presentation attempted to appeal to the audience but got very few votes.	Apparently your group did not present information in a way that caused the audience to see the significance and no votes were received.
<b>Effort Grades</b>	<b>Excellent</b> Group worked together exceptionally well and all members participated and used time wisely	<b>Satisfactory</b> Group worked well together and were on task and got along most of the time. Little or no teacher intervention was needed.	<b>Needs Improvement</b> At some point teacher intervention was necessary in order for this group to work effectively.	